

A black and white photograph of a classroom. Several students are seen from behind, with their arms raised high, indicating they want to answer a question or participate. In the background, a chalkboard is visible with some faint, illegible writing on it.

6 Types of Teachers

Jeannie Rowland
Utah State Office of Education
October 23, 2009
Jeannie.Rowland@schools.utah.gov

What?



*Low pay

*Expectations

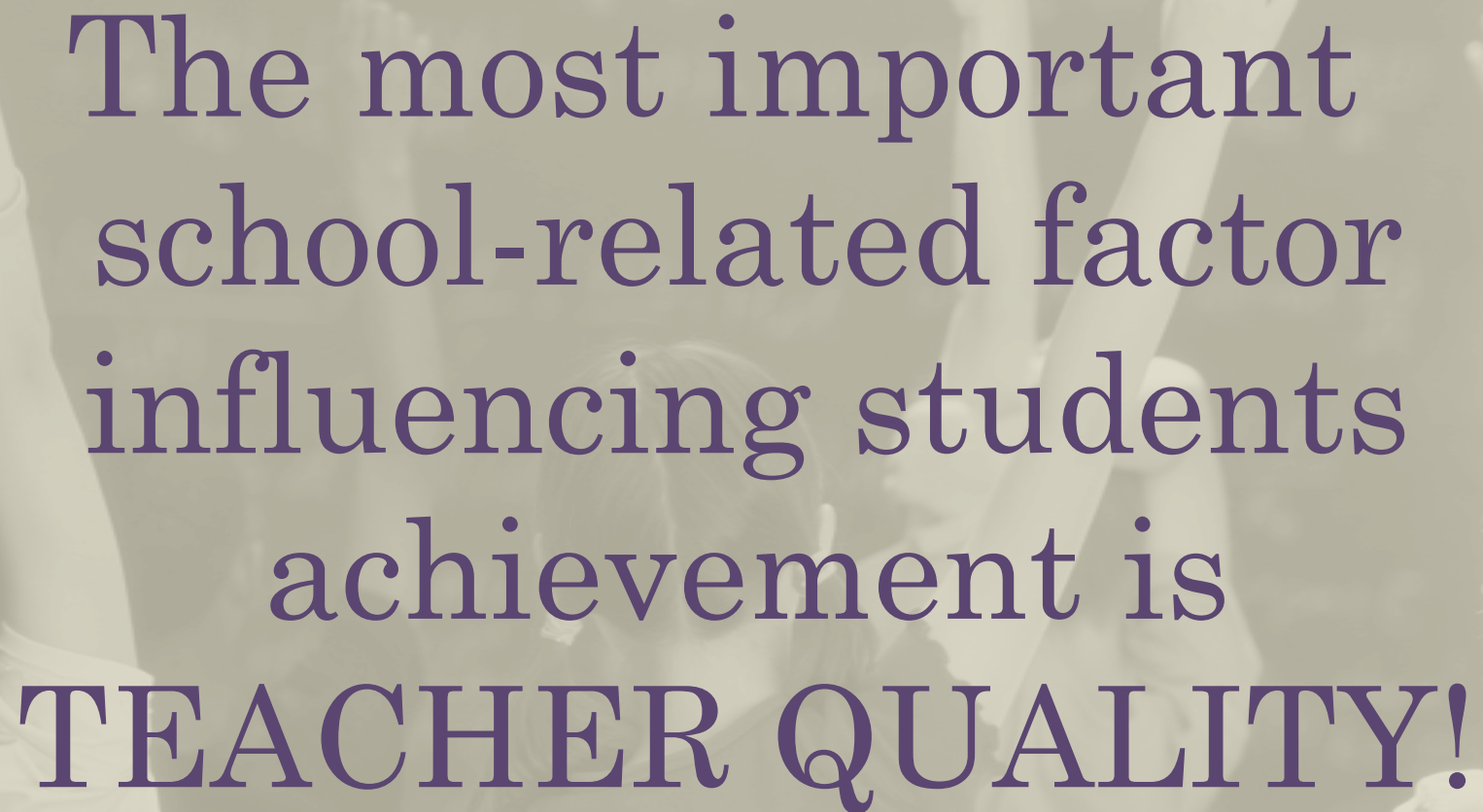
*Demands

*Responsibilities

*Lack of choice
(Some due to
previous list)

So What?

The most important
school-related factor
influencing students
achievement is
TEACHER QUALITY!

A faded background image showing a classroom full of students. Many students have their hands raised, indicating an active learning environment or a Q&A session. The image is semi-transparent, allowing the text to be clearly visible over it.

Now What

- Beautiful garden
- Nursery
- Reality
- Choices
 - Drop them at the threshold
 - Plant between
 - “Grow smarter”
 - Pull and plant

Obvious, isn't it? Hhhmmm...

“PLC, after...”

“Happy to..., when we finish...”

“Common, w/buy-in”



Set the Standard for Weed-Free!



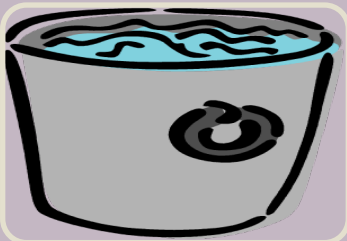
Irreplaceables

- WOW
- Impacter



The Solids

- Stabilizer
- Dow Joneser



Replacement Level

- Harmless
- Negative Force

Opportunity Costs

1. Two ways to assess cost
2. What did we lose?
3. What else can we get?
4. What if the current staff were applicants?
 - Would you want to interview this person?
 - After meeting this person, would you be likely to extend an invitation for a second interview?
 - Would you hire this person in your school?
 - Would you actively recruit this person for your school?

The strength of stability

6 Types of Teaching–Book Reading

Section II-Why Teachers Leave

Chapters 4 & 5 (pages 35-50)

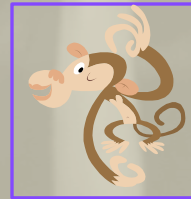
Chapter 14 (pages 135-143)

Section III-Creating, Fostering & Sustaining Quality

Chapters 6, 7, & 8 (pages 55-80)

Section IV-Adding Quality

Chapters 9, 10, & 11 (pages 87-111)



SECTION TITLE

Chapter Title (pages)

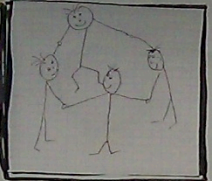
What?

So What?

Now What?

Burning Questions

Section II – Why Teachers Leave



SECTION II: WHY TEACHERS LEAVE

CHAPTERS 4 & 5 (pages 35-50)
Chapter 14 (pages 135-143)

WHAT? TEACHER LEAVE

LACK OF FOCUS ON MENTORING

PERSONAL, LIFE REASONS
CONTINUUM
NEED OR ARE REQUIRED TO LEAVE

SO WHAT? CLIMATE/CULTURAL SHIFTS

"Only the teachers [that] are burning,"

COSTS: \$ HR TIME; TALENT; EFFORT **BURN OUT.**

MENTORING INCREASES STABILITY & RETENTION (p. 142)
Strong support system! (p. 137)

NOW WHAT? SEND TO OFF-SITE TRAINING / PD

EFFORT TO RETAIN SOLID / LIMIT TIME/EFFORT ON 'NO WINS'

'SOLVERS' 'CLEAN PRAISE' DEVELOPMENT OF CULTURE IS CRITICAL!

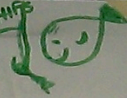
VS. FINGER POINTERS / BLAMELAYERS
MENTEE CHOOSES MENTOR.

BURNING QUESTIONS HOW DO WE MEASURE ACCURATE DELEGATION? ESTABLISH MORES OF THE COMMUNITY

HOW DO YOU DO WHAT IS MOST CRITICAL?

HOW DO YOU ADJUST TIME FOR HIGHER NEEDS?

Section III-Creating, Fostering & Sustaining Quality

III QUALITY *IT'S ABOUT RELATIONSHIPS* 

[WHAT] SCHOOL CULTURE
SO WHAT Spend the time / Invest w/ Positives / Visible Abundance / win-win mentality / Safe

Principal sets the tone + makes the impact on schoolwide climate

[NOW WHAT] WALK THE TALK

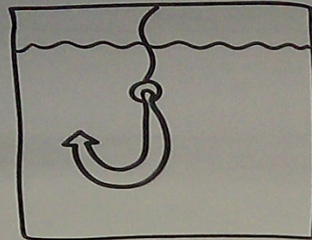
- Don't get defensive
- Understand perception is reality
- KEEP SCHOOL'S VISION FRONT + CENTER

[WHAT] Motivation adds Quality

[SO WHAT] PLAY FUN ATTENTION

[NOW WHAT] Validate concerns
ACKNOWLEDGE SUCCESSES / ACHIEVEMENTS
LISTEN W/ INTENT TO UNDERSTAND
STAY POSITIVE - LOYAL TO THOSE ABSENT

Section IV-Adding Quality



Section IV - Adding Quality Chapters 9-11, pages 87-111

WHAT?

Expanding our Pool
Finding and choosing the best
Inducting new teachers

So WHAT? → Hire better, be neutral, "we don't just want them to fit in... we want our school to be like them."

- Raise talent level of teachers
- Interview questions

Now WHAT? → Do what it takes, establish credibility, provide ways to support new hires i.e. orientation, follow-up meetings, ask ?'s to teachers, provide positive feedback/praise

Teachers Are the Center of Education:

Profiles of Eight Teachers

When asked to identify one person other than a parent who most shaped their lives, people often name a teacher. But evidence of the importance of teachers goes beyond anecdotes and memories. Educators agree that teachers are far and away the most crucial force in learning. For example:

- A recent study of worldwide school systems concluded, “Above all, the top performing systems demonstrate that the quality of an education system depends ultimately on the quality of its teachers.”
- The College Board’s Center for Innovative Thought report, *Teachers and the Uncertain American Future*, stated, “The most successful school innovations rest on the time, talent and skill of teachers.”
- The National Comprehensive Center for Teacher Quality culled results from dozens of surveys conducted between 2000 and 2006. By a wide margin, the public and educators believe that the quality of the teacher is the most important element in student achievement, outranking other variables, including parental involvement and educational facilities.

Quote Continued..

But these are words, and we now have the opportunity to move to unparalleled action for teachers, to take advantage of this extraordinary time in education. We are in a period of syzygy, a term popularized by the late Senator Daniel Patrick Moynihan during the welfare reform debates of the 1980s, describing a rare alignment of the celestial bodies.

This period of opportunity is brought about by three factors: a president who is making education a national priority; a fiscal crisis that, for all the pain it causes, also brings with it a discussion of national priorities; and the knowledge and experience we now have from more than 25 years of school reform.

But as with all windows of opportunity, this one will remain open for only a limited period. We cannot miss this chance. The rest is up to us. We must now all band together to give teachers the support they need to build on their already great work.

Gaston Caperton
President
The College Board

“New” Leadership?

When the Master governs, the people
are hardly aware that he exists.
Next best is a leader who is loved.
Next, one who is feared.
The worst is one who is despised.

If you don't trust people,
you make them untrustworthy.

The Master doesn't talk, he acts.
When his work is done,
the people say, “Amazing:
We did it, all by ourselves!”

— Lao-tzu —

The successful transformational principal must become egoless.



WHAT ABOUT THE KIDS?





FILL OUT
AND RETURN
EVALUATION

NEXT SESSION:

WEDNESDAY
NOVEMBER
18

TOPIC:
PRACTICAL
ASSESSMENT
TOOLS

THANK
YOU!